



Programme Module

Introduction to the Craft of Woodwork

leading to

Level 3 QQI Component: Craft – Woodwork 3N1050

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 1. **Level 3 QQI Certificate in General Learning 3M0874**
 2. **Level 3 QQI Certificate in Employability Skills 3M0935**
 3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teacher/tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstration
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Introduction to the Craft of Woodwork	2. Component Name and Code Level 3 Craft – Woodwork 3N1050
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 20% Skills Demonstration 80%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to explore aspects of craft work and to develop sensitivity to materials and craft skills.</p> 8. Objectives: <ul style="list-style-type: none"> • to acquire an understanding of woodwork vocabulary • to develop good workshop practice with regard to the use of tools, materials and craft space • to develop the skills to complete a range of craftwork which includes selecting appropriate materials, use of equipment, processes, costs and displaying work • to develop the knowledge to be able to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process. 	
9. Learning Outcomes of Level 3 Craft – Woodwork 3N1050 The learner will be able to: <ol style="list-style-type: none"> 1. work with a limited range of woodwork materials to explore aesthetic aspects of a variety of crafts using appropriate language 2. describe the basic principles for creating woodwork crafts 3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice 4. use a range of woodwork tools and equipment correctly to include appropriate terminology 5. use a range of woodwork processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate 6. make a range of woodwork crafts to include selecting appropriate materials, equipment and processes and paying attention to costs 7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process 8. display completed woodwork with supporting research and design work 9. comment on the completed woodwork products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products 10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area 11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards 12. demonstrate the application of communications, team working and quality awareness while working in a craft environment. 	

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcome outlined in section 9.

Woodwork

Learning Outcome 1: Work with a limited range of woodwork materials to explore aesthetic aspects of a variety of crafts using appropriate language.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- introduce the craft of woodwork through identifying a variety of uses, such as decorative, pieces of house hold objects and furniture through to elements of construction
- describe that woodwork is a method of creating pieces from either a single piece of wood/timber or the assembling of several pieces to create a product
- discuss and differentiate between commercial/mechanical production and the craft of woodwork making as handmade

For Example:

- **Commercial:** The production of a large quantity of furniture which is generally targeted to the mass market, for example,
 - IKEA – for DIY self assembly.
 - kitchen cabinet manufacturers.
 - furniture shop.
 - picture framing shop.
- **Craftsperson, DIY:** The design and production of an individual wooden/timber object. May be generated in response to a commission or as part of an artist's / craftsperson/s preferred field of expressive craftwork. The construction of household objects by a DIY enthusiast ,for example,
 - one-off commissioned pieces for decorative purposes.
 - sculptural central piece for a state body.
 - a radiator cover for private individual.
 - create a boardroom table for a business corporation.
- illustrate by examples and devising a worksheet highlighting the characteristics of both the commercial and the craftsperson's work with accompanying visual reference
- show sample pieces, gather references from store catalogues (IKEA, Argos, B&Q), interior, architectural and gardening magazines
- organise a visit to a DIY store.

Identify off the shelf ready-made woodwork pieces, self assembly units and raw materials and tools for the DIY/ craftsperson. Introduce the learner to identifying and selecting appropriate materials.

Good workshop practice including health and safety

Learning Outcome 10: Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.

Learning Outcome 11: Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

*In order to help the learner achieve **Learning Outcome 10 & 11** in particular, consider doing the following:*

- taking into account the specifics of the craft you are working with and space you are working in, explore with the learner how to:
 - apply good workshop practice to include set up and preparation, organization and clean up of work area.
 - apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

As with any practical activity, there is an element of risk in craft activities. However this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents, for example,

Organisation of space

Untidiness and disorganisation can cause accidents. Keep workspace tidy, store work carefully. Clean up after you

Use of sharp tools

- Sharp knives and tools are needed for a variety of crafts. They must be kept in good condition; sharp tools are less of a hazard than blunt tools. All sharp tools must be kept in a safe place. Care should be taken to ensure materials and objects are held securely and handled with care in an appropriate working environment.

Use of liquids

- Any liquid spills can cause a hazard, slipping, and damage to work.

Use of Adhesives & Fixatives

- Some forms of adhesives can be irritants. Adhesives that give off fumes and aerosol propelled fixatives should be used with adequate ventilation and following the manufacturer's instructions.

Use of paints (especially spray)

- The use of airbrush or aerosol: Always use good ventilation and masks if spray painting. Follow the manufacturer's instructions.
- Ingestion of paints. The practice of licking a paintbrush may result in the ingestion of toxic pigments.

Personal health and Hygiene

- Protective clothing; Apron, gloves and mask where necessary.
- Hands should be thoroughly washed after working.

Care of tools and materials

- Respect materials, and tools. Clean after use and store carefully.

Solvents

- Volatile substances
 - Solvents are generally highly volatile and toxic substances. They constitute the most common source of hazardous fumes in art and craft processes. Users of these products must follow the manufacturer's instructions for health and safety.
- Skin irritants
 - Some solvents are primary irritants. Others may produce dermatitis, and by dissolving the natural grease of the skin, make it more vulnerable to damage.
- Inhalation
 - Inhalation is the most common way for solvents to enter the body. Therefore appropriate ventilation should be used according to manufacturer's guidelines.

Fire precautions

- Never store rags/ paper /aerosol near heat or flames.

Using electrical equipment - You should make sure that electrical equipment used for work is safe.

- Check that the electrical equipment is suitable for the work and way in which it will be used.
- Check that the electrical equipment is in good condition.
- Make sure that the user of the equipment is trained to use it safely and can keep others safe.
- Make sure the user knows which personal protective equipment to wear, how to use it, and make sure they do.

Communication and team working

Learning Outcome 12: Demonstrate the application of communications, team working and quality awareness while working in a craft environment.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

Meanings:

Communications = the process of conveying meaning

- non verbal
 - body language
 - face
 - artwork
 - written word
- verbal

Team working = the actions of individuals, brought together for a common purpose or goal, where the needs of the group are more important than the needs of the individuals for the common purpose or task. The interaction among the members and the work they complete is called teamwork.

Environment = the surroundings or conditions in which a person, animal, or plant lives or operates.

- explore with the learner the importance of clear communication in the craft environment when, for example,
 - designing your work
 - clear design
 - accurate measurements
 - ordering materials, indicate
 - colours
 - sizes
 - amounts
 - booking a space or machinery, specify
 - time
 - giving instructions
 - to a colleague
 - a person helping you to create a piece of work
 - when ordering a specialist out sourced piece of pre-made craft element to enhance your work.
- explore with the learner the importance of teamwork in the craft environment when, for example,
 - using machinery
 - booking a space
 - respecting others'
 - opinions
 - space
 - artwork

- working together of a joint project respect others':
 - opinions
 - contribution
 - ideas
- working together
 - share work load
 - work to each other's strengths
 - pull your weight
 - respect time lines

Creating fine art woodwork craft.

Learning Outcome 2: Describe the basic principles for creating woodwork crafts.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explain the processes involved in generating from an initial design to a finished piece of woodwork
- emphasise the important value of gathering reference images for inspiration
- distinguish between two-dimensional and three-dimensional forms
- explain by illustration and demonstration the development of generating a design
- guide the learner through the design process and encourage the learner to test out proposed three dimensional pieces by replicating the object firstly in thick card or balsa wood
- describe to the learner how to draw up and envisage a three-dimensional object
Identify height, width and depth measurements. Discuss 'plan' and "elevations".
- introduce the learner to the importance of using precise measurements and always 'measure and mark out cutting guidelines three times before cutting' wood
- describe the variety of wood forms available and discuss their merits in relation to suitability for a given product, for example,
 - **Natural woods**
 - soft woods – deal, pine etc.,
 - hardwoods – cherry, walnut etc.,
 - veneers
 - **Man-made boards**
 - plywood
 - chipboard
 - blockboard
 - hardboard
 - fibreboards – MDF (medium density fibreboard)
- inform the learner through worksheets the sizes in which lengths and sheets of wood/boards come
- identify the most suitable methods of fixing pieces of the various types of wood together ,for example,
 - joints
 - glues
 - dowels
 - screws
 - nails
- draw attention to the quality of the wood, for example,
 - is it rough?

- smooth?
- seasoned?
- note the presence and direction of grain,
- knots
- splits
- warping

Materials required:

- most suitable wood type for the particular project piece
- pencil, ruler, set square
- hand saw, hacksaw, jigsaw, band saw, circular saw
- wooden dowels, screws, pins, tacks, nails
- simple hinges, piano hinge, 'I' brackets
- mouldings for trimming.
- wood glue
- hammer, screw driver (flat head and Philips)
- awl – bradawl
- rawlplugs
- hand drill with appropriate wood bits
 - or electric drill and selection of drill bits
- plane
- wood chisel
- mitre box
- craft knife
- wood filler
- masking tape
- 'G' clamps, bench vice
- sand papers in grades from rough to fine
- for finishes – waxes (wire wool and buffing cloths)
- varnish (flat brush)
- wood stain.
- paint for wood surfaces.

Method:

- Create a safe working environment.
- Make sure you are wearing appropriate protection.
- Select preferred design.
- Select appropriate wood or board.
- Develop design into 'plan' and 'elevation' views with precise measurements of height and width for each component.
- Create a three-dimensional card or balsa wood replica of proposed design.
- Measure out dimensions onto wood/board. Check twice.
- Cut pieces of wood/board – using any of the following: hand saw, hacksaw, band saw, circular saw or jigsaw.
- Carve any design if required.
- Fix pieces together by either nailing, screwing, gluing, doweling. (When using screws, remind the learner to first score area with bradawl.)
- Sand any rough surfaces.
- Use any finishing medium to seal or decorate piece.
- Attach handles, hinges, eyehooks or 'D'rings as required.

Health and safety:

- Eye protection – goggles
- Ear protection – ear plugs (when using machinery)
- Inhalation protection - dust mask

- Ventilation – open windows (glues and finishes)
- Circuit breakers – electric shocks
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Design options and solutions

Learning Outcome 3: Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- discuss the variety of wood materials and their suitability for given situations, for example,
 - marine ply, or treated timbers for outdoors
 - hardboard for backings on bookshelves
- by open discussion with the learner describe the processes by which a craftsperson, DIY person may develop a product and select the appropriate wood/timber and fixing methods
- distribute a selection of examples of craftsperson or DIY produced woodwork piece
A visit to a furniture store or craft gallery may prove useful.
- describe the physical step-by-step workshop procedures that a craftsperson/DIY person may follow
- provide worksheets and sample checklists
- encourage the learner to research a craftsperson or DIY enthusiast who work in wood/timber.

Woodwork tools and equipment

Learning Outcome 4: Use a range of woodwork tools and equipment correctly to include appropriate terminology.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- introduce as necessary the learner to a range of woodwork projects
- identify and name the appropriate tools required
- instruct the learner on the correct use of tools for each form of construction
- emphasise the care with which the learner should treat equipment and their maintenance
- provide worksheets and questionnaires with explanations of terminology, tool descriptions and maintenance procedures.

Woodwork processes

Learning Outcome 5: Use a range of woodwork processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- instruct the learner to develop a feel for each of the tools and equipment for the woodwork projects listed below
- guide the learner through the design processes before completing a craft piece.
A variety of wood/timber should be suggested. Best practice method of fixings, which are appropriate for

each wood type, should be employed. Finishing's and/or additional decorating should be encouraged, for example, waxing /varnishing, overall painting, painted or transfer lettering, paper decoupage, or design.

- create a three sided with base dog bed
- a simple wall plaque
- a vegetable or plant identification peg, staked sign
- tea tray
- a base with dowel rod for roll of kitchen paper
- a hinged lidded storage box of any size. (toy box, tool box, fuel box)
- stepping stool
- bird feeder
- bird nesting box (research opening size suitable for bird breed).

Making a woodwork

Learning Outcome 6: Make a range of woodwork crafts to include selecting appropriate materials, equipment and processes and paying attention to costs.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- provide the learner with the appropriate instructions for each of the woodwork projects
- encourage the use of a variety of wood/timbers and fixing
- instruct the learner to generate a design and develop this through 'plans' with measurements
- allow the learner to experiment with jointing methods
- direct the learner in different methods of transferring decorative motifs or lettering onto wood
- provide a costing worksheet.

Common problems and solutions

Learning Outcome 7: Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- explain each of the woodworking projects and variety of wood/timbers, jointing methods and fixings
The inclusion of references to any pitfalls that could be inherent to each process should be highlighted. Discussion on the ways in which to remedy these pitfalls should take place. Basic technical problems such as uneven sawing/cutting causes the joints to be crooked. Varnish may be rough due to lack of prior sanding down and/or dust particles in work area. Splitting of wood may be caused by wrong or incorrect size of fixing used. Not maintaining a clean and organized work area can contribute to the production of poor quality work. Poor care and storage of tools etc.
- provide a listing of the common problems and resolutions
- encourage class discussion where any or in particular new problems arise within class situation.

Displaying work

Learning Outcome 8: Display completed woodwork with supporting research and design work.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- demonstrate the most visually effective methods of displaying finished woodworks
 - set out into a toolbox
 - on a plinth
- teacher/tutor to demonstrate how and relay the importance of having supporting research and design work for each of the learner's finished woodworks placed in folders.

Discussing completed work

Learning Outcome 9: Comment on the completed woodwork products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- teacher/tutor may consider a group critique or one to one discussion on the displayed works (the group may need to be guided in positive and supportive comments)
This work can be captured on an appropriate tutor form, audio or visual recording.
- provide new worksheets for the learner to process the above requirements.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner’s contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner’s assessment portfolio.

Collection of Work	20%
<p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.</p>	
<p>The learner will compile a Collection of Work to include (numbers cross reference to learning outcomes)</p> <ol style="list-style-type: none"> 1. The learner should present a piece of work that demonstrates understanding of a limited range of woodwork materials using appropriate language. 2. The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating woodwork 3. The learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice. 6. The learner should make a number of woodworks (no less than two) and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs. 8. The learner should display completed woodwork with evidence of supporting research and design work. 	
Skills Demonstration	80 %
<p>The learner will complete a number of Skills Demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.</p>	
<p>The learner will complete a number of Skills Demonstrations, requiring him/her to complete the following tasks:</p> <ol style="list-style-type: none"> 9. The learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment, or process. 10. The learner should demonstrate use of a range of craft tools and equipment correctly to include appropriate terminology. 11. Evidence that the learner has used a range of woodwork processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating 	

appropriate to woodwork.

12. Evidence that the learner has through group or one to one commented on the completed woodwork, described the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making woodwork.

13. Evidence that the learner has demonstrated the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area.

14. Evidence that the learner has demonstrated the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards.

15. Evidence that the learner has demonstrated during this module the application of communications, team working, and quality awareness while working in a woodwork environment.

11.b Assessment - General Information – Craft – Woodwork 3N1050

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Work with a limited range of woodwork materials to explore aesthetic aspects of a variety of crafts using appropriate language.	Collection of Work
2. Describe the basic principles for creating woodworks.	Collection of Work
3. Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.	Collection of Work
4. Use a range of woodwork tools and equipment correctly to include appropriate terminology.	Skills Demonstration
5. Use a range of woodwork processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.	Skills Demonstration
6. Make a range of woodworks to include selecting appropriate materials, equipment and processes and paying attention to costs.	Collection of Work
7. Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.	Skills Demonstration
8. Display completed woodwork with supporting research and design work.	Collection of Work
9. Comment on the completed woodwork products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.	Skills Demonstration
10. Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.	Skills Demonstration
11. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.	Skills Demonstration
12. Demonstrate the application of communications, team working and quality awareness while working in a craft environment.	Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



Level 3 Craft Woodwork 3N1050	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. work with a limited range of woodwork materials to explore aesthetic aspects of a variety of the craft using appropriate language	Collection of Work the learner should present two pieces of finished wood work that demonstrates understanding of a limited range of woodwork materials using appropriate language		
2. describe the basic principles for creating a woodwork	Collection of Work the learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating woodwork		
3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice	Collection of Work the learner should present two pieces of finished wood work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice		
4. use a range of woodwork tools and equipment correctly to include appropriate terminology	Skills Demonstration evidence that the learner has demonstrated during this module the use of a range of woodwork tools and equipment correctly to include appropriate terminology		

<p>5. use a range of woodwork processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate</p>	<p>Skills Demonstration evidence that the learner has created during this module a range of woodworks that use a range of woodwork processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to woodwork</p>		
<p>6. make a range of woodworks to include selecting appropriate materials, equipment and processes and paying attention to costs</p>	<p>Collection of Work the learner should make a range of woodworks and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs</p>		
<p>7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p>	<p>Skills Demonstration the learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p>		
<p>8. display completed woodwork products with supporting research and design work</p>	<p>Collection of Work the learner should display completed woodwork with evidence of supporting research and design work</p>		
<p>9. comment on the completed woodwork products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products</p>	<p>Skills Demonstration the learner should be able though group or one to one or in written form comment on the completed woodwork, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making woodwork</p>		
<p>10. apply good workshop practice to include set up and preparation, organisation and clean up of the</p>	<p>Skills Demonstration the learner has demonstrated during this module the application of good workshop practice during this module to include set up and preparation,</p>		

work area	organisation and clean up of the work area		
11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards	Skills Demonstration the learner has demonstrated during this module the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards		
12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.	Skills Demonstration the learner has demonstrated during this module the application of appropriate communications, team working and quality awareness while working in a craft environment.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____